



Chapter

6

Promotion of Culture and Language

Chapter Focus

Should globalization shape identity? Language is central in shaping cultural identities. This is clear even in your everyday life: you use language to express yourself to your family and friends; you use language to learn new ideas; and you use language to describe your world. Because language is important, many cultural groups and even whole countries promote and protect their languages. This, in turn, helps to promote and sustain their cultures, because language is vital to culture.

Globalization is affecting languages and cultures around the world. It is making some cultures and languages more dominant, for example, Western culture and the English language. It is also pushing some languages toward extinction; many First Nations languages are in this position. However First Nations, Métis, and Inuit peoples are all in the process of using language to revitalize their cultures. How does globalization affect your language and culture?

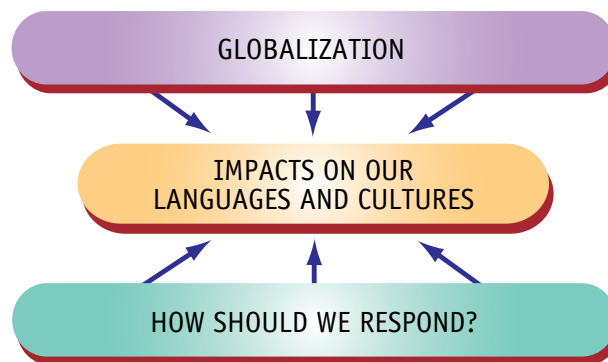
Chapter Issue

In this chapter, you will have a chance to look at examples of ways in which languages and cultures are promoted within Canada and around the world in response to globalization. The examples in this chapter will help you explore the following issue: *How should we respond to globalization's impact on our languages and cultures?* By exploring this Chapter Issue, you will begin to develop an opinion about the Main Issue for Part 1: *Should globalization shape identity?*

Key Terms

- S.W.O.T analysis
- first language
- Indigenous cultures
- extinct
- cultural legislation
- AFN

Figure 6-1 This diagram suggests that globalization affects our cultures and languages. How should we respond to these effects? One response is to promote our languages and cultures. Making use of the popular media is one way that people can promote their languages and cultures. In the Skill Path that follows, for example, you will have a chance to assess the possibility of proposing a radio station to feature a minority language. **SKILL PATH**



SP Thinking to Solve Problems

Use S.W.O.T. to Assess a Possible Action

How should we respond to globalization's impact on our languages and culture?

To develop an informed position on an issue like this one, it would help to have the skills needed to evaluate a variety of responses. This Skill Path offers you a chance to evaluate a plan of action, which is one type of response, by conducting a **S.W.O.T. analysis**. Evaluating a plan of action means you need to ask two things:

- Is it something your team can readily accomplish?
- Will it help solve the problem you want to address?

As you will see below, the S.W.O.T. analysis technique is designed to help you answer those questions. You will assess two things:

- The team, for its *strengths* and *weaknesses*
- The plan, for outside forces that are *opportunities* to help make your plan work, and *threats* that would make it unworkable

Your Task: Many people face challenges because their minority languages are not represented in the media, at least partly as a result of the forces of globalization. For this task, you will *assess the possibility of your class preparing a start-up proposal for a radio or television show or program that would feature a minority language in your province*. Your task is to take the following steps to complete a S.W.O.T. analysis to evaluate this plan of action.

Sample Research about One Potential Host Station: CJSR

CJSR, an independent FM radio station, began its life as CKUA, the radio station for the University of Alberta, in 1944. It has since become a full FM radio station that provides eclectic alternative music and programming. CJSR depends on and welcomes the involvement of volunteers to do everything from DJ work to writing programming. The station claims that it is constantly challenging the status quo, so it might be willing to consider a program that incorporates music and commentary in a language other than English.

CJSR gives their mission statement on their website: "Our mission is to enlighten and entertain our audience through high quality and diverse programming that constantly challenges the status quo."



SKILL PATH

S.W.O.T. analysis an analysis technique for evaluating a plan of action. S.W.O.T. stands for *strengths, weaknesses, opportunities, and threats*

Step 1

Decide on a Plan of Action to Evaluate

To begin, decide with your team (your class) on a proposed plan of action to evaluate. For example, let's assume that your team is considering a plan of action to prepare a start-up proposal for a radio show that would broadcast in Italian. The start-up proposal would be designed for submission to an existing radio station. You can assume that the radio station will have all the technical expertise to run the show.

Step 2

Research the Plan of Action

Individually or in pairs, do some research to find out about similar programs already on air and stations that might be interested in airing the program you propose. For our example, you might dig up information like that provided in the box below. (You can learn more about CJSR at FM88 and WorldFM at FM 101.7 by following the links at the *Living in a Globalizing World* website.) To boost your case, you may wish to research the CRTC ethnic broadcasting policy, which you can also find at the *Living in a Globalizing World* website.

You might also want to research what are the usual components in a start-up proposal. This might include

- introduction
- potential audience
- detailed description of the program
- potential hosts or DJs
- potential behind-the-scenes volunteers
- potential hosting stations
- advertising possibilities
- similar existing programs (competition)



Assess Your Team	Assess your Plan
Strengths	Opportunities
Weaknesses	Threats

Sample Questions for Assessing your Team

- Does your team have good organizers?
- Do any of your team members know how to collect relevant statistical data that would help justify your proposal?
- Do any of your team members have good writing skills?
- Do any of your team members know how to use a word-processing program?
- Do any of your team members know how to use computer presentation software?
- Do any of your team members have artistic skills that could help create a visually impressive start-up plan?
- Are team members available for working on the start-up plan after school?

Sample Questions for Assessing Your Plan of Action

- Does your class have access to computers, printers, and other equipment needed to create your start-up plan?
- Are there existing radio stations that would accept and consider your start-up plan? Would they provide the necessary supports?
- Are there advertisers that would be interested in buying airtime during your show?
- Do similar programs currently exist?

Step 3

Set up Flip Charts

Across the front of the classroom, set up one of the following:

- four flip charts
- four sheets of flip chart paper taped to a wall
- a chalkboard or whiteboard divided into four separate columns

Each flip chart, paper, or chalkboard column should have one of the following labels: “Strengths,” “Weaknesses,” “Opportunities,” “Threats.”

Step 4

Identify Your Team’s Strengths and Weaknesses

Begin by assessing the Strengths and Weaknesses of your team and its resources. You are assessing the capability of your team to fulfill the proposed plan of action. In the example we’re working with, you should assess the capabilities of your class to prepare a start-up proposal. Note that you are not deciding yet whether or not you will actually prepare the proposal. You are asking only if your team is *capable* of doing so. Generate a number of questions in addition to those at right, and discuss each one as a team. Post your answers in “Strengths” or “Weaknesses” according to your answers.

Step 5

Identify Opportunities and Threats to the Proposed Plan of Action

Next, assess what outside forces may assist or impede your proposed course of action. An outside force that would help your team create the start-up plan would be an opportunity. An outside force that would make the plan unworkable would be a threat. Note that team members may have to do some research before you will be able to answer these questions. In the case of our example, generate a number of questions in addition to those at right, and post your answers in “Opportunities” or “Threats” according to your answers.

Step 6

Make a Decision

Use your SWOT analysis to decide whether to take on your plan of action, revise it, or look for another course of action that would help you respond to globalization’s impact on language and culture.

Language Laws and Education Rights

Question for Inquiry

- In what ways do language laws and education rights promote languages and cultures?

What effects does globalization have on languages of the world? Effects of globalization lead some languages to be dominant, while others may sink into decline. Many factors can cause the decline of a language. These questions point to three of the factors:

- Is education available in that language?
- Is the language thought to be economically useful?
- Do the speakers of the language have access to media such as the Internet?

In what ways does globalization affect these factors? How should we respond to global impacts on our languages?

One response is to use language laws and language education rights to promote languages. In this section, you will have a chance to consider Canada's Official Languages Act. You will also have an opportunity to consider Section 23 of the Canadian Charter of Rights and Freedoms. Section 23 deals with minority language education rights in Canada. Finally, you will also look at the language laws and policies of other countries.

Official Languages Act

Bilingualism is a fundamental characteristic of Canada. You learned about official bilingualism in Chapter 2, on page 31. In the 1960s, the federal government created the Royal Commission on Bilingualism and Biculturalism. This commission concluded that Francophones were not represented well enough in the Canadian government and economy. One reason for this was that the French language was not considered equal to English across the country—even though Canada had been officially bilingual since Confederation. In response to the Royal Commission, the federal government passed the Official Languages Act in 1969.



The Department of Canadian Heritage has programs that promote official bilingualism. Learn about one of these programs by visiting the *Living in a Globalizing World* website and following the link to the Department of Canadian Heritage.

Report your findings to the class. In what ways does the program you have researched promote language and culture?

FastFacts

Many First Nations languages in Canada may be lost in the future because they are spoken by very few people. A 1998 Statistics Canada report stated that over 90 per cent of the 50 Aboriginal languages in Canada could become extinct. How should we respond to this possibility?

Objectives of the Official Languages Act

The three main objectives of the Act are

- *the equality of English and French in Parliament, within the Government of Canada, the federal administration, and institutions subject to the Act*
- *the preservation and development of official language communities in Canada*
- *the equality of English and French in Canadian society*

Source: Department of Heritage, "History of Bilingualism in Canada," http://www.pch.gc.ca/progs/lo-ol/biling/hist_e.cfm.

FastFacts

In 1988, the government introduced the "new" Official Languages Act. It repeated the obligations of the first Act, but went further. For example, the new Act also stated the government's commitment to promote bilingualism within Canadian society, and to support the development of official-language minority communities.

Consider the ways that this newer act would have affected the Franco-Albertan communities and Anglophone communities in Québec.

first language the first language a person learns at home in childhood

FastFacts

Two Alberta school boards opened Francophone schools in 1984: in Edmonton, École Maurice-Lavallée; in Calgary, École Saint-Antoine. In 1988 and in 1993, the Alberta government changed the Alberta School Act to make it align with Section 23. The updated Alberta School Act gives Franco-Albertans the right to govern their schools through Francophone school boards.

In what ways might being educated in their first language help Francophone Albertans promote and protect their collective identity?

FastFacts

In 1988, Francophone parents in Yellowknife sued the government of the Northwest Territories, demanding the creation of a French first-language program. A program was established in 1989, with an initial class of nine children. In 2000, a French-language school board was created in Yellowknife.



Minority Language Education Rights

The Constitution Act (made law in 1982) includes the Canadian Charter of Rights and Freedoms. Section 23 of the Charter deals with minority language education rights in Canada. Section 23 gives parents who belong to the official language minority in their province the right to have their children educated in their **first language**. This means that Francophone parents in Alberta and Anglophone parents in Québec can all access that right, where the number of students allows for this. In Québec, it has been determined that Anglophone parents can access that right even when there is only one student.

In every province where they were a minority, Francophone parents had some difficulty in having their Section 23 rights respected. One of the reasons is that some decision-makers did not fully understand the right. Francophone parents had to work hard to help them grasp what Section 23 meant. Once decision-makers understood Section 23, it became an important tool in helping Francophone parents accomplish the goal of turning their rights into reality.

Voices

The Supreme Court and Section 23

In the 1980s, a group of Albertan Francophone parents took the Alberta government to court to protect their language rights under Section 23 of the Charter. The parents wanted their children to have French first-language education in Francophone schools governed by Francophones. The parents won their case in the Supreme Court of Canada in 1990. Chief Justice, the Honourable Brian Dickson, ruled in favour of the Francophone minority. In his ruling he said:

... any broad guarantee of language rights, especially in the context of education, cannot be separated from a concern for the culture associated with the language. Language is more than a mere means of communication, it is part and parcel of the identity and culture of the people speaking it.

Source: Quoted in Office of the Commissioner of Official Languages, "Language Rights: 2001–2002," Minister of Public Works and Government Services Canada, 2003.

- 1 Why was it important to Franco-Albertan parents to have their children educated in schools run and attended by Francophones? In your explanation, use the terms *identity* and *culture*.
- 2 In what ways was Canadian law working to promote Francophone language and identity?

◀ **Figure 6-3** École Francophone Allain St-Cyr, in Yellowknife, is the only Francophone school in the Northwest Territories. Find out when this school officially opened.



Many countries besides Canada have official language laws or policies to promote a specific language or languages. Investigate some of these laws and policies.

With your class, make a map showing countries around the world. As you research, practise your skills of analyzing source material. You learned this skill in the Chapter 2 Skill Path (pages 23–24).

- 1 Individually, conduct Internet research to find out the major languages spoken in one country. A major language is one spoken by a large portion of the population.
- 2 Also find out if the government in that country has a policy of supporting one or more official languages. What is the policy?
- 3 What is the country's population?
- 4 On an index card, list the following information: the country's official language(s), its population, and any other languages spoken there.
- 5 Your teacher will post a large political map of the world on a bulletin board. Use string and a pin to connect your index card to the location of the country on the map.

- 6 Colour code the class map to show countries that are unilingual (one official language), bilingual (two official languages), multilingual (more than two official languages), and those that have no official language laws or policies.
- 7 Examine the map after all students have pinned cards to it.
- 8 Now discuss these questions with your class.
 - In how many countries are there one, two, three, or more major languages?
 - Which type of language policy is most common (that is, one, two, or more official languages, or no language policy)?
 - In which countries do the official languages closely match the major languages spoken in the country?
 - In which countries do you think a stronger language policy might help the citizens promote their languages and cultures?
 - What effects might globalization have on language use in the individual countries you have studied?
- 9 For an extra individual challenge, find out what efforts one country makes to promote its official languages (government laws, financial support, educational opportunities, and so on). **SKILL PATH**

Explore the Issues

- 1 **Discuss It.** Use the following questions to guide a class discussion.
 - a) Consider what evidence you could use to judge whether the Official Languages Act has succeeded in promoting French and English across Canada. For example, should success be based on the number of government services offered in both French and English? What other evidence from your daily life do you think might prove or disprove the success of the Official Languages Act in promoting English and French? Practise your brainstorming skills from the

Chapter 1 Skill Path (pages 7–8) to develop your ideas.

- b) How should we respond to globalization's continuing impact on our languages? For example, should Canada update or change its language laws and education rights in response to the impacts of globalization on our languages? If yes, suggest how, such as what should be changed in our language laws and education rights. If no, suggest why no changes are needed.

Cultural Legislation and Revitalization of Cultures and Languages

Question for Inquiry

- In what ways can languages and cultures be promoted?

These articles highlight efforts to promote and revitalize cultures in response to global pressures. What strategies are being used to promote cultures as reported in the articles?

Website shows world cultures at risk

By Joe Szadkowski

The assimilation of the world's **Indigenous** cultures can sometimes take a terrible toll on the people affected. Many lands, such as those in Africa, South America, and the Far East, contain pockets rich in history and diversity that are slowly being erased by outside forces. In the hope of enlightening those who spend more time thinking about themselves than others, a group of photojournalists and writers has set up a cyber-stop filled with educational journeys to increase awareness.

Washington Times, November 25, 2001

A cultural connection: Parents' homelands seek lasting link with thoroughly American teenagers

By Phuong Ly

KOREA—As waves of immigrants make the United States their home, Korea and other countries are hosting programs to make sure their American-born offspring still connect with the old country. “Our goal is not necessarily to have them come back to Korea [permanently],” said Moon Yang-soo, who helped coordinate the Overseas Korean Student Summer School for that government’s Ministry of Education. “We want to help them find their own identity [and] get a positive picture of their parents’ culture and educate them about their mother country.”

Washington Post, July 30, 2004

Indigenous cultures the cultures of the original inhabitants of a particular geographic area

extinct describes something, such as a species of animal, a language, or a people, that no longer exists in the world

cultural legislation government laws to regulate aspects of Canadian culture

Forces of globalization can push cultures toward homogenization. You considered, for example, the ways that transnational media companies are influencing the trend toward the universalization of pop culture. Global forces are also pushing minority languages toward **extinction**. In response, many individuals and groups are making efforts in Canada and around the world to promote and revitalize their languages and cultures.

How is Canadian culture promoted in your daily life? One example may be government funding of cultural groups and celebrations. In what other ways do you see cultural identities of Canada promoted at school, at home, and in your community? Do you consider these examples to be responses to globalization? Explain your view.

In this section, you will have a chance to look at an example of **cultural legislation** that is meant to promote Canadian cultures through broadcasting (for example, laws that say how much CanCon must be on Canadian TV and radio). You will also look at ways in which diverse Aboriginal and Asian cultures of Canada and Indigenous cultures of Taiwan promote and revitalize their languages and cultures.

The CRTC: An Effective Response to Globalization?

The Canadian Radio-television and Telecommunications Commission (CRTC) is an independent public authority. Its purpose is to regulate and promote Canadian culture on television and radio. The CRTC is operated according to two pieces of cultural legislation: the Broadcasting Act of 1991 and the Telecommunications Act of 1993. The aim of the Broadcasting Act is to ensure that all Canadians have access to a wide variety of high-quality Canadian programming.

The CRTC must ensure that Canadian programming reflects

- Canadian creativity and talent
- our linguistic duality
- our cultural diversity
- the Aboriginal peoples of Canada
- our diverse social values

Should we support the regulations of the CRTC in a globalizing world? Or should we allow the trends of global broadcasting to shape our cultures and identities?

Argument against the CRTC and broadcast regulations

- Globalization has brought changes to broadcasting technologies. (You analyzed examples of this in Chapter 3.) Because of these changes, some argue that broadcast regulations are not an effective way to promote Canadian cultures. They suggest that Canadian content regulations do not help Canadian cultures. Instead, the regulations stifle artistic creativity and viewers' choices of what programming they can access.

Argument in support of the CRTC and broadcast regulations

- One view in support of CRTC regulations suggests that Canadians want and deserve a voice for their cultures. Without these regulations, Canadian broadcasting may be taken over by the forces of media transnationals. It is suggested that Canadian artists would not get the exposure needed to succeed.

CBC and Radio-Canada: Effective Responses to Globalization?

The Canadian Broadcasting Corporation (CBC) and la Société Radio-Canada (SRC), the French-language network, are Canada's national public broadcasters. These networks express Canadian perspectives and viewpoints to Canadians. The idea is that people of diverse Francophone cultural identities across the country should see their cultures reflected in the programming of the SRC. Similarly, people of diverse Anglophone cultures across the country should see their cultures reflected on the CBC. Globalization has made Canada a land of more than just Anglophone and Francophone diversities. Are these cultures and languages reflected on the CBC or SRC? Should they be?

FastFacts

The CRTC regulates more than 3300 broadcasters including television, cable distribution, AM and FM radio, pay and specialty television, direct-to-home satellite systems, cable, subscription television, and pay audio.

Ask classmates which of these media they have used in the past week.



Figure 6-4 This cartoon expresses the feelings some Canadians have regarding the role and work of the CRTC. What view does it portray? How do you get that message? Suggest an opposite view to the one shown in this cartoon.



Use the information you learned about CanCon and the CRTC

in this chapter and in Chapter 3 (pages 42–44). Draft a letter to the CRTC to express how effective you believe CanCon is at promoting Canadian cultures in a globalizing world. Describe why you believe there should be more or less Canadian programming.

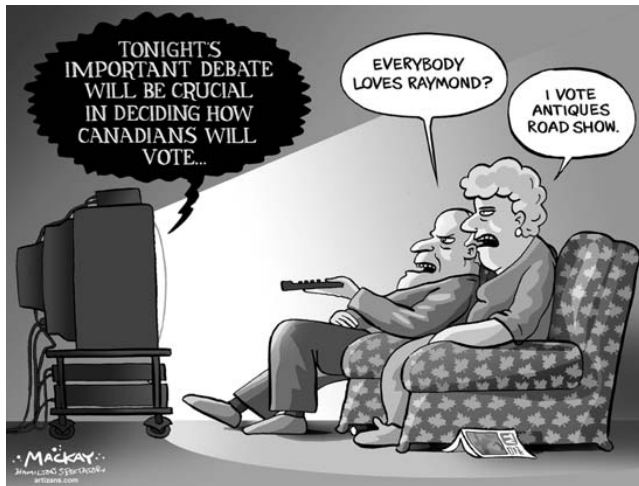


Figure 6-5 What does this cartoon imply about what many Canadians would rather watch on television? To what extent is this a true portrait of Canadians and Canadian television? How would these people stand on the issue of maintaining a national broadcaster to promote Canadian identities in the face of global media?

Views of CBC and SRC

Many Canadians who support public broadcasting

- oppose cuts to CBC and SRC funding
- believe that the role of a national public broadcaster is important in the face of increased global media and communications
- argue that a national broadcaster highlights the shared values of Canadians
- argue that, without national public broadcasting, Canada risks losing its identities to the mass of universalizing culture to which we are exposed

However, not all Canadians share these views about the role of public broadcasters in promoting diverse Canadian cultures and identities. Many Canadians who oppose national public broadcasting

- believe that Canada's culture is better served by competition among private broadcasters
- argue that public funding gives an unfair advantage to the national public broadcaster, because the broadcaster does not have to compete in the global media market
- believe that public broadcasters portray an elitist cultural view that does not reflect the shared values of most Canadians
- argue that there is little chance to fight the current of global cultural forces, and that Canadian cultural identity, if it is to survive, must compete on the international stage without any government assistance

READING GUIDE

Acronyms are words that have been created from the abbreviated initials of words. Help yourself remember what acronyms stand for. Keep a list of all the acronyms you encounter with their full names.

Is there a role for Canadian public broadcasters in a globalizing world? What are some positive and negative impacts of public broadcasting in Canada? Practise your brainstorming skills from the Chapter 1 Skill Path on pages 7–8 to develop your ideas.

Ideas and Opinions

“In today's world, CBC/Radio-Canada remains an essential Canadian cultural institution. It plays a critical role in supporting and sustaining Canadian arts and culture ... in preserving a space for Canadian perspectives on news and current affairs ... and in providing a forum for Canadian stories and Canadian values.”

—Carole Taylor, Chair of CBC/Radio-Canada, 2001–2005

Ideas and Opinions

“If this [lockout] continues on for too long, there's a lot of people—I've been reading the press and the letters to the editor—and there are letters there that are questioning “do we need a CBC?” particularly English-language television?”

—Bev Oda, Member of Parliament for Durham, Ontario

(This comment was made in 2005 during a lockout of union employees who create CBC programming.)

Asian Television Network

How should diverse Asian cultural communities in Canada respond to the impacts of globalization on their cultures? Consider this example: The Asian Television Network (ATN) promotes Asian cultures and languages in Canada. ATN presents programming in several South Asian languages to communities across Canada.

If you can, view some ATN programming. Also look through your local TV listings and conduct Internet research to find other television broadcasting that promotes minority-culture programming. See the Chapter 8 Skill Path on pages 123–124 for advice on using the Internet. Are television networks that promote minority languages and cultures an effective response to globalization? Explain your view.



Figure 6-6 Popular Bollywood star Shilpa Shetty dances with co-stars during the shooting of the film *Khamosh*, in 2004. ATN shows everything from Bollywood films (after their first run in theatres) to television drama and comedy series. In what ways might this media be an effective response to the impacts of globalization? Explain your view.

Voices

Shan Chandrasekar

Shan Chandrasekar is president of ATN. He describes how the network developed from a small station into what it is today. ATN is an example of how Canadians with diverse cultural backgrounds promote their identities in a pluralistic Canada.

It was clear I could not move into Canadian programming overnight, but there was a vacuum to be filled and a constituency not well served: the multicultural aspect of mass media.

We decided to float an application for the world's first multicultural television station. We were rejected by the CRTC and had to go back many times before receiving its approval.

In 1979 we launched Channel 47. It was not easy ... there was little confidence in the market for this unknown and multicultural product. Conventional national advertisers paid little attention to us.

As the Indian population grew and changed, we responded with new programming. Beginning with songs

and dances, we went through various phases—feature films, serials, dramas, and then discussions and reporting of issues. ... We carry views from India and the countries of South Asia, but we are also increasingly concerned with the question of how regional events affect us in our Canadian lives.

We believe in multiculturalism and have surely benefited from the generosity of spirit that has informed this policy. In the long term, however, multiculturalism must grow into a new and broad-based Canadian culture.

Source: Shan Chandrasekar, "Building the Asian Television Network," *Polyphony*, Vol.12, 1990 pp. 47–52, 1991. Multicultural History Society of Ontario, <http://collections.ic.gc.ca/magic/mt29.html>.

- 1 Do you think it would be easier or more difficult to create a minority cultural television network in Canada today than in the 1970s? What problems and advantages would there be, then and now?
- 2 What opportunities or threats are there in using TV networks, such as ATN, to promote diverse cultures in a globalizing world? Practise your S.W.O.T. skills from this chapter's Skill Path.

SKILL PATH

Web Link

Go to the *Living in a Globalizing World* website and follow the link to the *Atlas of Canada*. Look at a map titled “Aboriginal Languages by Community.” Which language families cover the largest geographic area? Would it be easier or more difficult to promote a culture in a smaller, densely populated area or over a wider geographic area? What might be some ways to overcome these geographic obstacles to promoting Aboriginal languages and cultures?

AFN Assembly of First Nations



Figure 6-7 An Aboriginal language teacher, Annie Boulanger, gives a lesson to grade 12 student Amanda Thompson, right, at the Children of the Earth school in Winnipeg. How might education assist in the promotion of languages and cultures?

READING GUIDE

When reading individual views on a topic, be aware that peoples' world views vary greatly. You can always find opposite views on the same topic. Identify the difference between views and facts.

First Nations, Métis, and Inuit in Canada: Cultural Revitalization

First Nations, Métis, and Inuit have responded to the impacts of globalization on their cultures and 50 current languages. Their efforts to promote and revitalize their languages and cultures take many forms:

- education (for example, language, arts, history)
- political lobbying and activism (for example, fighting for First Nations rights)
- promotion of cultural events and the use of media to reach wider audiences (for example, Aboriginal Peoples Television Network (APTN))

Voices

Assembly of First Nations

The Assembly of First Nations (**AFN**) is a political organization in Canada that works to promote the political, social, and economic goals of the more than 630 First Nations communities in Canada.

For more than 30 years, the AFN has protected and promoted First Nations languages and cultures. These three AFN quotations give a perspective on the importance of language and culture in First Nations societies.

The Creator gave us our spiritual beliefs, our languages, our culture, and a place on Mother Earth which provided us with all our needs.... We have maintained our Freedom, our Languages, and our Traditions from time immemorial.

Source: “A Declaration of First Nations,” AFN website, <http://www.afn.ca/article.asp?id=52>.

Language is our unique relationship to the Creator, our attitudes, beliefs, values, and fundamental notions of what is truth. Our Languages are the cornerstone of who we are as a People. Without our Languages our cultures cannot survive.

Source: “Towards Linguistic Justice for First Nations, Assembly of First Nations: Principles for Revitalization of First Nations Languages,” September 1990; quoted in “Languages,” on AFN website, <http://www.afn.ca/article.asp?id=122>.

Fighting for long-standing First Nations rights is not merely a fight for natural resources and self-determination, it is also a fight for human rights, human dignity, and cultural survival.

Source: “Assembly of First Nations: The Story,” AFN website, <http://www.afn.ca/article.asp?id=59>.

- 1 According to these quotations, why are culture and language important to Aboriginal peoples?
- 2 Practise your brainstorming skills from the Chapter 1 Skill Path (pages 7–8) to develop answers to this question: What might be some effective ways to promote Aboriginal languages and cultures in response to globalization?



Voices

Ray G. Cardinal

Ray G. Cardinal is a member of the Cree First Nation. He has a degree in Native Studies from the University of Alberta and promotes Aboriginal languages, particularly Cree. For example, Cardinal wants street signs written in both Cree and English. Cardinal also runs Cree language classes.

Yvonne Irene Gladue is a writer for *Alberta Sweetgrass*, an Aboriginal newspaper in Alberta. She interviewed Cardinal on his views about Aboriginal languages. These quotations are taken from her article.

I would like to see the people enthusiastic about the [Cree] language, and I would like to also instill some pride in them about it.

One thing that I believe is that all Aboriginal languages are living entities and that they are a living source for us to use. Therefore, they are a part of our culture and a part of who we are as human beings, whether it is Dene, Blackfoot or Cree. All languages are a part of us. It is what makes us who we are. It identifies who we are and where we come from. That is what I tell young people. It is also very significant in preserving not only ceremonies and rituals, but also in preserving the culture as well.

Source: Yvonne Irene Gladue, "Passion for Cree language helps keep it alive," *Alberta Sweetgrass*, <http://www.ammsa.com/sweetgrass/topnews-Sep-2003.html#anchor9110160>.

- 1 Identify the different ways in which Ray G. Cardinal responds to the impacts of globalization on his language. Identify why Cardinal believes language is important. Discuss your ideas with the class.
- 2 In what ways do you use language to identify who you are and where you come from? Are there specific words or phrases that you use that are unique to where you live? Are there ways of expressing things in language that make you feel a pride in your cultural heritage, such as celebrations, greetings, and songs? In a globalizing world, will your particular ways of using language be more or less important to you? How should you respond to the impacts of globalization on your language(s)?

Web Link

Alberta Sweetgrass is "Alberta's Aboriginal news publication." Follow the link to the Aboriginal Multi-Media Society website on the *Living in a Globalizing World* website to find links to *Alberta Sweetgrass* and other publications. How effective are websites such as this one as a response to globalization?



READING GUIDE

When reading information provided on websites, always be aware of the particular bias of the author or the organization.



◀ **Figure 6-8** An Indigenous reporter edits his news footage for a story on the evening news on *Imparja TV*, an Indigenously owned and operated television station in Australia. In what ways could a news program shape personal and cultural identities? How effective would producing a news program be as a response to global impacts on language and culture? See the Global Connections feature on the next page to read about Indigenous broadcasting in Taiwan.

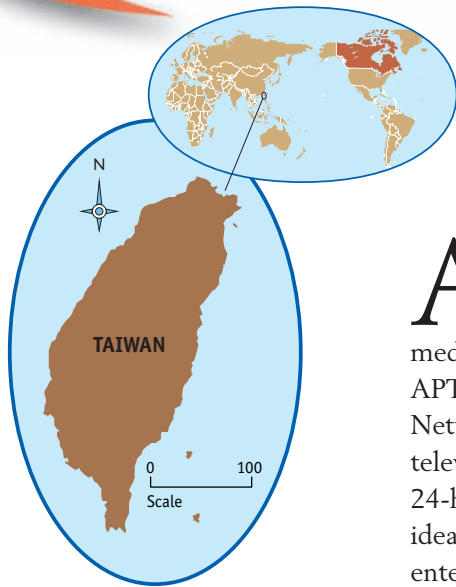


Figure 6-9 Taiwan is an island that sits off the southeastern coast of China. Taiwan is home to 12 Indigenous tribes.

Broadcasting Taiwan's Indigenous Cultures

Aboriginal peoples in Canada promote their languages and cultures through political and media organizations such as AFN and APTN. The Indigenous Television Network (iTV) is an Indigenous television channel in Taiwan. It is a 24-hour channel modelled on the idea of APTN. iTV shows news, entertainment, and documentaries.

The goals of iTV are to

- promote the cultural identities of Taiwan's Indigenous peoples
- inform the people of Taiwan of values and views held by Indigenous peoples
- challenge stereotypes about Taiwan's Indigenous peoples

Some Views from Taiwan

- Walis Peilin leads the Council of Indigenous Peoples in Taiwan. He is also a member of Taiwan's Tayal

tribe. Peilin was interviewed by the BBC's Caroline Gluck about iTV. Peilin says, "There's a diversity of cultures in Taiwan..." He continues, "The Indigenous people of Taiwan should also have the right to access the power of the media and pass on our unique culture and languages. But we hope all different groups in Taiwan can support this station, and respect different ideas and each other."

- Pasuya Wen-chih Yao is Taiwan's Government Information Office Minister. He also values maintaining Taiwan's cultural diversity and said this to the BBC: "There are so many different peoples here; ... we have to know each other ... and also preserve the languages, the culture and art."

Source for both quotations: Caroline Gluck, "Taiwan's Aborigines find new voice," BBC News website, <http://news.bbc.co.uk/2/hi/asia-pacific/4649257.stm>.

Fast Facts

Around 400 000 Indigenous peoples now live in Taiwan—about 2 per cent of the overall population of 23 million. The Dao tribe, on the island of Lanyu, numbering about 4000 people, is the smallest of Taiwan's Indigenous tribes, most of which can trace roots in Taiwan back more than 6000 years.

How should cultures with such long histories respond to the impacts of globalization?

- 1 **Compare It.** What are some connections between iTV and APTN? Make a chart to compare and contrast the two networks. What are the goals of the two networks? Who are their audiences? Conduct Internet research to find out if their programming is similar or different. What other aspects of these networks do you see as similar or different? Are networks such as iTV and APTN effective responses to the impacts of globalization on diverse cultures? Explain your view.

Explore the Issues

1 Retrieve and Reflect on Main Ideas.

- a) List the ways described in this chapter in which individuals, groups, and governments promote languages and cultures. Decide on a ranking system of these methods of promotion. For example, you could rank them in terms of most effective to least effective, or from most expensive to least expensive.
- b) What are some reasons why individuals, groups, and governments promote languages and cultures?
- c) Reach a conclusion: How should we respond to globalization's impacts on our languages and cultures?

Chapter Summary and Reflection

Apply and Extend Ideas

- 1 Imagine you had to promote Canadian culture in Canada and around the world. How would you do it? Would you create new cultural events? Advertise? Pass laws to encourage Canadian culture? Practise your brainstorming skills from the Chapter 1 Skill Path, pages 7–8, and create a list of ideas. Constructively assess the ideas: How effective might they be as responses to globalization?
- 2 Consider your language and cultural identity.
 - a) List 10 phrases you use on a daily basis. Which phrases and ways of speaking come from your education? Which did you learn where you grew up? Which have you adopted from television shows, movies, popular songs, and other media? Which have you learned from the Internet, chat rooms, or email?
 - b) Use your answers from part (a) to help you answer these questions: How do your language and cultural identity affect each other? How should you respond to global impacts on your language and identity? Explain your view in an oral report.

Practise Your Skill

- 3 Practise your S.W.O.T. skill from this chapter's Skill Path. First, identify an effort to promote language or culture in your community. Conduct

a S.W.O.T. analysis of this local effort. Make an assessment: Is this effort a good strategy for promoting language or culture? Explain your view in an oral presentation or video editorial. **SKILL PATH**

Reflect on the Chapter Issue

In this chapter, you evaluated efforts to promote languages and cultures as a response to the impacts of globalization. You are now ready to respond to the Chapter Issue: *How should we respond to globalization's impact on our languages and cultures?* You can use the S.W.O.T. Analysis technique to analyze almost any group's efforts to promote languages and cultures. Choose one example from this chapter of a group attempting to promote a language or culture. You may have to do extra research so that you can fairly assess the strengths and weaknesses of the team and the opportunities and threats of the plan. Go further by considering if the action is or will be effective as a response to globalization's impact on our languages and cultures. Use this information to support your comments in a class discussion about the Chapter Issue.

This exploration will help you to complete your development of a personal point of view about the Main Issue for Part 1: *Should globalization shape identity?* **SKILL PATH**